

Curriculum Design Literacy Activities Grade Two

ESSENCE STATEMENT

Literacy is the ability to read, write and use language proficiently. According to UNESCO, literacy is a basic human right. Literacy as a subject addresses the ability of the learner to make meaning of letters and sounds thus making sense of written codes. It shall be taught in the language of the catchment area of the learner. At this foundational level, literacy aims at equipping the learner with basic skills in reading and writing to aid in all other subjects. It will assist the learner to communicate with others as well as promote learning to learn. Literacy as a set of skills will be useful in giving learners a head start in essential skills that they will carry throughout their lives. The knowledge of literacy which includes the ability to understand, respond to and use forms of written language to communicate in varied contexts are important to facilitate learners' understanding of English as a second language.

SUBJECT GENERAL LEARNING OUTCOMES

By the end of Early Years Education, the learner should be able to:

- 1y use language in and out of school and respond in an appropriate way to spoken language
- 2y use spoken language forms appropriately in different social contexts
- 3y use thematic vocabulary to communicate appropriately in varied contexts
- 4y read texts accurately and fluently to access information
- 5y express feelings, ideas, and opinions through writing in different formats
- 6y demonstrate confidence in expressing self orally and in writing in varied contexts

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
1.0 LISTENING	1.1 Listen to instructions and questions 2 lessons	By the end of the sub-strand, the learner should be able to: a) listen attentively to simple sequenced instructions b) use appropriate non-verbal communication cues to indicate an understanding of questions and instructions c) demonstrate an understanding of a set of instructions through appropriate responses d) demonstrate conventions of giving instructions and asking questions	<ul style="list-style-type: none"> • Learners attentively listen to a series of instructions and interpret effectively(attention to use of non-verbal cues) • Learners listen to questions and take turns in responding to them(using prompts) • Learners participate in varied activities and games that require them to respond to instructions e.g. Simon says. Sing songs e.g. head, shoulder, knees, and toes (in pairs and small groups) • Learners model/role play talking and listening to different audiences e.g. school members, family and community members(apply skills of social conventions) • Learners are provided with opportunity to brainstorm on instructions, questions, and possible responses in pairs, small groups and whole class. 	1) Who gives us instructions? 2) Who asks us questions?
Core Competence to be developed:				
Communication and collaboration: Learners listen to questions and instructions and respond appropriately in pairs and groups.				
Learning to learn: Learners model responding to instructions.				
Creativity and critical thinking: Learners think through what they have heard before responding.				
Links to PCIs: Life skills: Skills of knowing and living with others - effective communication			Links to Values: Respect	
Links to other learning areas: all learning areas			Suggested Community Service Learning: Learners participate in communal activities e.g cultural festivals where they will be expected to act on instructions.	

	Suggested non-formal activity to support learning: Learners participate in games involving instructions with peers	Suggested assessment: question/answer
	Suggested Resources: Audio recordings, manila charts, sentence strips	

Suggested Formative Assessment and Rubric

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Learner <ul style="list-style-type: none"> • always keeps eye contact, • completely understands questions and instructions, • responds appropriately and with ease • uses verbal and non-verbal cues purposefully 	Learner <ul style="list-style-type: none"> • keeps eye contact most of the time • understands and responds appropriately to instructions and questions • uses verbal and non-verbal cues 	Learner <ul style="list-style-type: none"> • keeps eye contact some of the time, slow in comprehending • may misinterpret the instructions or questions. • is hesitant and use of verbal and non-verbal cues is not concise. 	Learner <ul style="list-style-type: none"> • is distracted and fidgety, • has difficulty in comprehending and interpreting instructions or questions, • does not use appropriate verbal and non-verbal cues

Strand	Sub -strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
1.0 LISTENING	1.2 Word and sentence formation 2 lessons	By the end of the sub-strand, the learner should be able to: a) identify the number of syllables in a word b) recognize words with similar sounds c) combine syllables to form words d) combine words to make simple sentences e) appreciate that syllables form words	<ul style="list-style-type: none"> Learners practice hearing individual sounds as they sing rhymes and recite poems Learners play rhyming and blending games with peers e.g. come up with words that rhyme. Learners imitate the teacher in pronouncing various words (digraphs, consonant clusters, three vowel words) Learners are guided to identify words listened to (flip chart, board) 	1) How do we form words?
	Core Competence to be developed:			
	Communication and collaboration: learners practice forming words and simple sentences			
	Link to PCIs: Life skills: Skills of knowing and living with others - effective communication		Links to values: Respect	
	Links to other learning areas: all learning areas		Community Service Learning: learners ask parents/guardians to help them form new words and sentences from sounds learnt	
	Suggested Non-formal activity to support learning: learners practice songs, tongue twisters, poems in and out of class		Suggested assessment: segmenting drills	
Suggested Resources: Audio recordings, manila charts, sentence strips				

Suggested Formative Assessment and Rubric

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
<p>Learner</p> <ul style="list-style-type: none"> can effectively recognize words with similar sounds and use them to form simple sentences. easily forms words from syllables and makes varied simple sentences 	<p>Learner</p> <ul style="list-style-type: none"> can identify syllables in a word can form words from syllables and make simple sentences. 	<p>Learner</p> <ul style="list-style-type: none"> can identify some syllables in words and form words from syllables with assistance. needs moderate assistance to form simple sentences. 	<p>Learner</p> <ul style="list-style-type: none"> has difficulty identifying syllables in some words needs considerable assistance to form words and sentences.

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
1.0 LISTENING	1.3 Storytelling	By the end of the sub-strand, the learner should be able to:	<ul style="list-style-type: none"> Learners listen to a variety of stories about self, family, and home from peers, resource persons, and teachers Learners respond to questions on the stories told (who, what, where) Learners role play, dramatize or retell stories (traditional and modern) listened to Learners record their stories and play them for the class Learners re-tell stories in groups or whole class Learners discuss the morals learned from stories listened to 	<ol style="list-style-type: none"> Why do we tell stories? Why are stories important to us?
	2 lessons	<ol style="list-style-type: none"> appreciate morals taught through different thematic stories develop vocabulary through listening to stories show empathy with people, places, and things recount key details of a story and retell it 		
<p>Core Competence to be developed:</p> <p>Communication and Collaboration: Learners listen to and retell stories</p> <p>Critical thinking and problem solving: Learners retell stories and role play or dramatize them.</p>				

	Link to PCIs: Life skills: Skills of knowing and living with others - effective communication	Link to Values: Respect, unity
	Links to other learning areas: all learning areas	Suggested Community Service Learning: Learners visit older members of the community and listen to stories narrated
	Suggested Non-formal activity to support learning: learners narrate stories to each other	Suggested assessment: Question/Answer, narration
	Suggested Resources: Resource persons, story books, newspaper, magazines, audiovisuals	

Suggested Formative Assessment and Rubric

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Learner can use learnt vocabulary to recreate a story orally, in details can include a lesson to be learnt.	Learner can retell a story with detail using learnt vocabulary can maintaining logical flow of the story can pick out the moral of the story.	Learner can retell a story with some detail can maintain logical flow of a story with moderate assistance	Learner can mention some characters in a story can retell a story with considerable assistance.

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
1.0 LISTENING	1.4 Effective communication 2 lessons	By the end of the sub-strand, the learner should be able to: a) listen with increased attention to rhymes, songs, conversations and stories b) listen and communicate effectively in varied situations c) listen to experiences of others and respond appropriately to the feelings and ideas expressed d) develop an interest in listening to texts on varied themes	<ul style="list-style-type: none"> • Learners play action games such as Simon says, in small groups • Learners engage in story telling • Learners listen to audio or audiovisual stories on varied themes. • Learners are provided with opportunity for dramatic play • Learners listen and pick out vocabulary from material listened to • Learners listen to daily announcements in school and orally recount what they heard, in pairs, groups or the whole class. 	1) Why do we communicate?(in indigenous language) 2) How do we communicate?
Core Competence to be developed: Communication and Collaboration: Learners share their ideas, feelings and emotions in groups Critical thinking and problem solving: Learners practice skills of effective communication.				
Link to PCIs: Life skills: Skills of knowing and living with others - effective communication; Citizenship: social cohesion		Link to Values: Respect		
Links to other learning areas: all learning areas		Suggested Community Service Learning: learners recite poems on topical issues		
Suggested non-formal activity to support learning: Learners express opinions on matters affecting them to peers and relevant authorities		Suggested assessment: oral presentation in class		
Suggested Resources: Visual and audio materials story books, props, picture cards and charts				

Suggested Formative Assessment and Rubrics

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Learner consistently uses suitable vocabulary to express feelings and talk about experiences. identifies and effectively uses non-verbal cues in communication.	Learner frequently uses suitable vocabulary to express feelings and talk about experiences. uses non-verbal cues in communication	Learner occasionally uses suitable vocabulary to express feelings and talk about experiences. Uses some non-verbal cues in communication	Learner rarely uses suitable vocabulary to express feelings and talk about experiences. Uses none or very limited non-verbal cues in communication

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
1.0 LISTENING	1.5 Conversation 2 lessons	By the end of the sub-strand, the learner should be able to: a) listen to informational texts and pick out the key details b) ask and answer relevant questions in a listening text c) build on the ideas and points of others in conversation by linking their comments to those of others. d) increase the vocabulary range through focused listening and understanding of general and specific details e) demonstrate respect for others when participating in a conversation	<ul style="list-style-type: none"> Learners practice use of socially acceptable language during conversation, ask questions using cue words(such as who what, where, when and why),in class, groups and pairs Learners are assisted in creating audio and video recording of stories and poems to be listened to Learners use a variety of activities (think pair share, dialogue, etc.) to increase opportunities for conversation,in pairs, groups and whole class Learners engage in role play and dramatization (theme my family and my 	1) Why is it important to listen to others during a conversation?

		f) appreciate the use of socially acceptable language and mannerisms in conversation	community.) <ul style="list-style-type: none"> Learners watch short videos featuring leaders (in the community) and have a follow-up conversation. 	
Core Competence:				
Communication and Collaboration: learners participate in classroom conversations				
Critical thinking and problem solving: learners organise their ideas				
Links to PCIs: Life skills: Skills of knowing and living with others - effective communication; Citizenship: Social cohesion			Links to Values: Respect	
Links to other learning areas: All learning areas			Suggested Community Service Learning: learners participate in conversations with older members in the community	
Suggested non-formal activity to support learning: learners engage each other in informal conversations			Suggested assessment: The teacher could provide topics that become the basis for conversations.	
Suggested Resources: Audio and visual recorders, listening passages				

Suggested Formative Assessment and Rubric

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Learner <ul style="list-style-type: none"> can express self effortlessly on the specified thematic area uses of words and sentences in speech accurately creatively uses language, speaks with ease listens and responds appropriately to others 	Learner <ul style="list-style-type: none"> can use learnt vocabulary correctly to organize and express self on the specified thematic area uses correct word order but makes minor errors that do not affect overall meaning is confident, listens to others and provides appropriate responses 	Learner <ul style="list-style-type: none"> can use some learnt vocabulary to organize and express self on the specified thematic area Makes minor errors in word order and sentence formation that affect the overall meaning 	Learner <ul style="list-style-type: none"> has difficulty in using learnt vocabulary correctly to organize and express self on the specified thematic area Makes significant errors in sentence construction

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
2.0 SPEAKING	2.2 Responding to questions and instructions 2 lessons	By the end of the sub-strand, the learner should be able to: a) respond confidently to questions and instructions on varied themes b) use verbal and non-verbal cues in responding appropriately to instructions and questions c) ask questions to seek clarity on instructions d) demonstrate willingness to answer questions and follow instructions	<ul style="list-style-type: none"> Learners role play giving and responding to instructions (pay attention to pronunciation and accuracy with words) in pairs and groups. Learners use displayed word charts and pictures with instructions and use it as a trigger for discussion Learners play language games involving responding to instructions and answering questions(songs, games following a particular pattern) in pairs and groups. 	<ol style="list-style-type: none"> How do you respond when asked to do something? Why do we give instructions?
<p>Core Competence to be developed:</p> <p>Communication and collaboration: learners respond to questions and instructions</p> <p>Digital Literacy: learners audio-record themselves giving instructions</p> <p>Critical thinking and problem solving: learners decide on the best way to respond to given instructions and questions</p>				
Link to PCIs: Life skills: Skills of knowing and living with others - effective communication Citizenship: Social cohesion		Links to values: respect		
Links to other learning areas: All learning areas		Community Service Learning: learners practice language use during communal activities		
Suggested Non-formal activity to support learning: learners practice giving and taking instructions with peers		Suggested Assessment: question and answer, ability to take instructions		
Suggested resources: audiotapes/videos, word chart, resource person – Community leader				

Suggested Formative Assessment and Rubric

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Learner is highly attentive responds appropriately to instructions and questions uses verbal and non-verbal cues purposefully, with confidence and ease.	Learner is attentive responds appropriately to instructions and questions uses verbal and non-verbal cues appropriately is confident.	Learner is moderately attentive is slow in comprehending may misinterpret the instruction or question. is hesitant and use of verbal and non-verbal cues is not concise.	Learner lacks concentration and confidence has difficulty in comprehending and interpreting instructions or questions does not use appropriate verbal and non-verbal cues.

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
2.0 SPEAKING	2.3 Phonological Awareness 4 lessons	By the end of the sub-strand, the learner should be able to: a) recognize and say multiple letter-sounds to make syllables and words b) blend and segment syllables correctly to form words. c) use appropriate words to make short, meaningful sentences d) appreciate the role of blending and segmenting in forming sentences	<ul style="list-style-type: none"> Learners sound sight words representing multi sounds individually, in pairs and groups. Learners blend syllables to form words and sentences(blending and segmenting drills) individually, in pairs and groups, Learners play auditory discrimination games to enable them to listen to different sounds Learners give words that rhyme Learners are guided to make a list of all the sounds they can hear from the environment(My home, my community) 	<ol style="list-style-type: none"> What are some of the sounds we hear? Which words contain these sounds?
	<p>Core Competences to be developed:</p> <p>Communication and Collaboration: learners work in pairs and groups to identify rhyming words</p> <p>Digital literacy: learners listen to audio-recorded sounds and words</p>			

	Link to PCIs: Life skills: Skills of knowing and living with others - effective communication	Link to values: Unity, respect, responsibility
	Links to other learning areas: all learning areas	Suggested community service Learning: learners read short stories to parents and other members of the community.
	Suggested Non-formal activity to support learning: learners practice sounding letters with peers in and out of class	Suggested assessment: Form words and sentences
	Suggested resources: Audio and Audiovisual aids, Storybooks, Charts, Pictures	

Suggested Formative Assessment and Rubric

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Learner accurately recognises, pronounces, blends and segments words to syllables.	Learner recognises, pronounces, blends and segments words to syllables.	Learner is slow in recognising, pronouncing, blending and segmenting words to syllables.	Learner has difficulty in recognising, pronouncing, blending and segmenting words to syllables.

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
2.0 SPEAKING	2.4 Talk about 2 lessons	By the end of the sub-strand, the learner should be able to: a) confidently talk about characters and events in a story or text b) relate characters and events in a story to real life experience c) demonstrate interest to address familiar people using appropriate verbal and non-verbal expressions.	<ul style="list-style-type: none"> Learners discuss characters and events in a thematic story(prediction of events, seeking clarification by asking questions) Learners role play greeting people of different status showing appropriate emotions (My family, my community) Learners are prompted to retell stories (creativity, turn-taking, vocabulary practice) Learners recreate stories using different media individually, in pairs and groups. 	1) How can we talk to others in a proper way?

Core Competences to be developed: Communication and Collaboration: learners talk about varied experiences Digital literacy: learners discuss stories from different media	
Link to PCIs: Life skills: Skills of knowing and living with others - effective communication Citizenship: social cohesion	Link to Values: Responsibility, Integrity, Respect
Links to other learning areas: All learning areas	Suggested community service Learning: learners visit a resource person and talk about an issue in the community
Suggested Non-formal activity to support learning: learners talk about personal experiences with peers	Suggested assessment: Panel discussion on an issue affecting the community.e.g jigger infestation, malaria
Suggested resources: Audio and Audio visual aids, Resource persons	

Suggested Formative Assessment and Rubric

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Learner <ul style="list-style-type: none"> • speaks clearly and audibly and with ease • uses of words and sentences in speech accurately • creatively uses language • listens and responds appropriately to others 	Learner <ul style="list-style-type: none"> • speaks clearly with confidence • generally uses correct word order but makes minor errors that do not affect overall meaning. • listens to others and provides appropriate responses 	Learner <ul style="list-style-type: none"> • Speaks hesitantly. • Makes minor inaccuracies in word order and sentence formation that affect the overall meaning 	Learner <ul style="list-style-type: none"> • speaks without clarity • lacks confidence • makes significant errors in sentence construction

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 SPEAKING	2.5 Presentation skills 2 lessons	By the end of the sub-strand, the learner should be able to: a) express self appropriately using acquired vocabulary to communicate effectively b) relate various community activities in order in which they occur c) use appropriate tonal variation, articulation and stress to express self-confidently d) recall ideas on the themes in a logical manner	<ul style="list-style-type: none"> Learners express personal feelings orally using the learnt vocabulary Learners are encouraged to participate in speaking competitions Learners practise making connections using transition words (relating to months, special days e.g birthdays, cultural events, planting seasons, religious festivals) Learners identify good and poor presentation skills (videos recording of presentations or role playing by teacher) Learners present poems and sing songs on various themes 	1) What does a good presenter do?
<p>Core-Competence to be developed: <u>Communication and Collaboration:</u> learners practice speaking before their peers <u>Critical thinking and problem solving:</u> learners organize their presentations</p>				
Link to PCIs and Values: Life skills: Skills of knowing and living with others - effective communication			Link to values: Respect, love	
Link to other subjects: All learning areas			Suggested Community Service Learning: learners express feelings with parents/ guardians	
Non-Formal Activity to support learning through application: learners engage in informal oral presentations			Suggested Assessment: matching pictures with events, question/answer	
Suggested resources: audio visual aids, role models, pictures of various events				

Suggested Formative Assessment and Rubric

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
<p>Learner</p> <p>always presents ideas in order.</p> <p>speaks clearly and audibly, using learnt vocabulary</p> <p>keeps eye contact and maintains good posture.</p> <p>initiates responses</p> <p>listens to and answers questions clearly, completely and with ease.</p> <p>independently explores and uses new transition words to sequence story or event.</p>	<p>Learner</p> <p>presents ideas in order</p> <p>speaks clearly and audibly</p> <p>uses learnt vocabulary correctly.</p> <p>keeps eye contact and maintains good posture.</p> <p>listens to and answers questions clearly and completely</p> <p>uses the learnt transition words appropriately with minimal assistance.</p>	<p>Learner</p> <p>presents some ideas in order.</p> <p>speaks clearly and audibly</p> <p>makes some eye contact.</p> <p>listens to and answers some questions but neither clearly nor completely</p> <p>uses the learnt transition words with moderate assistance.</p>	<p>Learner</p> <p>does not present ideas in order.</p> <p>speaks inaudibly and without clarity</p> <p>does not use learnt vocabulary correctly.</p> <p>does not look at audience</p> <p>listens to but does not answer questions clearly and completely</p> <p>uses the learnt transition words with considerable assistance.</p>

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
3.0 READING	<p>3.1 Paired reading</p> <p>4 lessons</p>	<p>By the end of the sub-strand, the learner should be able to:</p> <p>a) assess self on reading speed and fluency</p> <p>b) provide feedback on peer's reading</p> <p>c) ask questions to confirm and extend understanding of material read</p> <p>d) make predictions before and during reading</p> <p>e) appreciate the importance of turn-taking and listening to peers as they read</p>	<ul style="list-style-type: none"> Learners read aloud to each other in pairs Learners ask each other questions about what they have read Learners practice error correction procedure when supporting each other's reading(making predictions, asking questions, turn taking) 	<p>1) What is a good speed for reading?</p>

Core competencies to be developed: Communication and collaboration: learners cooperate to support peer reading Self- efficacy: learners develop confidence in their reading ability	
Link to PCIs: Life skills: Skills of knowing and living with others - effective communication	Link to values: Respect, responsibility
Links to other learning areas All learning areas	Suggested community service learning: learners pair with friends in the community and practice reading
Suggested non-formal activity to support learning: learners read story books to each other	Suggested assessment: learners retell what they have read, question/answer
Suggested resources: charts, newspapers, readers, magazines	

Suggested Formative Assessment and Rubric

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Learner consistently and accurately reads aloud a story or text with expressive interpretation. easily detects reading errors. reads fluently at an appropriate speed.	Learner reads aloud a story or text with expressive interpretation. can detect reading errors. reads at an appropriate speed.	Learner reads aloud a story or text with minimal expressive interpretations. cannot easily detect reading errors. can detect errors with considerable assistance. reads at an inappropriate speed	Learner hesitantly reads aloud a story or text without expressive interpretation. cannot detect any reading error. reads haltingly.

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
3.0 READING	3.2 Group Reading 3 lessons	By the end of the sub-strand, the learner should be able to: a) read texts collectively with accuracy, fluency, and comprehension	<ul style="list-style-type: none"> Learners find answers to questions from texts read using think- pair-share Learners reading is supported through guiding questions e.g. 	1) What is the importance of reading in groups?

		b) develop peer learning skills of self-assessment c) improve confidence through peer support in group reading d) develop an interest in reading collectively in and out of class	who, what, where? <ul style="list-style-type: none"> Learners are divided into reading teams to facilitate peer learning and support Learners retell story, events read in pairs and small groups 	
Core competencies to be developed: Communication and Collaboration: learners work in groups to read various materials Self-efficacy: learners develop confidence in reading through group support				
Link to PCIs: Life skills: Skills of knowing and living with others - effective communication		Link to values: Respect, responsibility		
Links to other learning areas: All learning areas		Suggested community service learning: learners participate in reading contests		
Suggested non-formal activity to support learning: library reading during learners' free time		Suggested assessment: Peer Assessment, question/answer, retelling a story read		
Suggested resources: Readers, newspapers, journals				

Suggested Formative Assessment and Rubric

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Learner <ul style="list-style-type: none"> uses guiding questions to accurately identify the main idea in a text. applies social skills of working in groups (turn taking) to participate in a group reading. effectively responds to questions after group reading. 	Learner <ul style="list-style-type: none"> uses guiding questions to identify the main idea in a text. can apply social skills of working in groups to participate in a group reading. can respond to questions after group reading. 	Learner <ul style="list-style-type: none"> needs assistance to identify the main idea in a text. requires guidance to work effectively in groups. requires assistance to respond to questions after group reading. 	Learner <ul style="list-style-type: none"> needs considerable assistance to identify the main idea in a text. requires constant monitoring to participate in a group task. can respond to questions from group reading with considerable assistance.

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
3.0 READING	3.3 Silent reading 3 lessons	By the end of the sub-strand, the learner should be able to: a) read texts and passages silently b) read silently showing sustained focus for longer periods (15-20 minutes) c) predict the meaning of unfamiliar words d) answer comprehension questions from texts read e) develop an interest in reading texts for enjoyment	<ul style="list-style-type: none"> • Learners are assisted in developing silent reading skills for efficient reading(through guiding questions, timing reading) • Learners discuss questions after silent reading in pairs and groups • Learners answer comprehension questions from texts read • Learner should be provided with follow-up activities for sustained silent reading(e.g retell what has been read) • Learners could be shown a picture spark that tells the same story (a wedding ceremony) 	1) When do we read silently?
Core competencies to be developed:				
Communication and collaboration: learners discuss questions and meaning of words				
Link to PCIs: Life skills: Skills of knowing and living with others - effective communication			Link to values: Responsibility, respect	
Links to other learning areas: All learning areas			Suggested community service learning: Engage in silent reading at home	
Suggested non-formal activity to support learning: learners read story books			Suggested assessment: Question/answer, filling gaps	
Suggested resources: Readers, magazines, newspapers, journals, story books, class readers				

Suggested Formative Assessment and Rubric

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
<p>Learner</p> <ul style="list-style-type: none"> effectively answers comprehension questions from silent reading. reads for sustained period. effectively engages in discussion after silent reading. 	<p>Learner</p> <ul style="list-style-type: none"> answers comprehension questions from silent reading. has considerable attention span while reading silently. can participate in discussions after silent reading. 	<p>Learner</p> <ul style="list-style-type: none"> needs assistance to answer questions from silent reading. has limited attention span while reading silently. requires guidance to participate in discussions. 	<p>Learner</p> <ul style="list-style-type: none"> finds difficulty answering comprehension questions from silent reading. is highly distracted while reading silently. finds it difficult to contribute to discussions after reading silently.

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
3.0 READING	<p>3.4 Answering comprehension questions</p> <p>3 lessons</p>	<p>By the end of the sub-strand, the learner should be able to:</p> <p>a) locate specific details in response to questions from texts read</p> <p>b) summarise texts read by identifying main ideas</p> <p>c) determine the meaning of unknown words in context</p>	<ul style="list-style-type: none"> Learners respond to comprehension questions from texts on varied themes Learners relate personal experiences to a story read Learners use context clues to determine word meanings Learners are guided to summarise texts by retelling or identifying the main ideas 	<p>1) Why is it important to understand the meaning of what you read?</p>
<p>Core competencies to be developed:</p> <p>Communication and collaboration: learners summarise and answer comprehension questions</p>				
<p>Link to PCIs: Life skills: Skills of knowing and living with others - effective communication</p>			<p>Link to values: Respect, responsibility</p>	
<p>Links to other learning areas All learning areas</p>			<p>Suggested community service learning: learners read various texts in the community e.g. posters, billboards</p>	
<p>Suggested non-formal activity to support learning: learners share information from texts read with peers in and out of the classroom</p>			<p>Suggested assessment: Question/answer, filling in blanks</p>	
<p>Suggested resources: Readers, newspapers, magazines, journals</p>				

Suggested Formative Assessment and Rubric

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
<p>Learner</p> <ul style="list-style-type: none"> responds to comprehension questions with ease. effectively uses context clues to determine word meanings. identifies the main idea from the material read. 	<p>Learner</p> <ul style="list-style-type: none"> responds to comprehension questions. uses context clues to determine word meanings. can identify the main idea from the material read. 	<p>Learner</p> <ul style="list-style-type: none"> can respond to comprehension questions with assistance. can sometimes determine word meaning in context. has difficulty identifying the main idea from materials read. 	<p>Learner</p> <ul style="list-style-type: none"> needs considerable assistance to comprehend questions and determine word meanings from context clues. is hardly able to pick out main ideas from materials read unless with considerable assistance.

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
4.0 WRITING	<p>4.1 Word and sentence formation</p> <p>3 lessons</p>	<p>By the end of the sub-strand, the learner should be able to:</p> <ol style="list-style-type: none"> use familiar words and phrases to write simple sentences use the correct noun and verb form in making sentences identify and write upper and lower case letters in words and sentences correctly develop an interest in writing for pleasure 	<ul style="list-style-type: none"> Learners are guided to build simple sentence structures through identification of keywords Learners are guided to identify nouns and verbs in a sentence(subject/verb agreement) Learners re- organize jumbled words to form logical sentences (paragraph, punctuation) Learners written work is displayed to indicate writing progress Learners are guided to use writing, and other forms of representing for a variety of functions i.e. ask questions, express feelings, opinions, etc, in pairs, groups and whole class 	<p>1) How do we form a sentence?</p>
<p>Core-Competence to be developed:</p> <p>Communication and collaboration: learners perform collaborative activities e.g. rearranging sentences to form paragraphs</p>				
<p>Link to PCIs and Values: Life skills: Skills of knowing and living with others - effective communication</p>			<p>Link to Values: Respect</p>	

Links to other learning areas: All learning areas	Suggested Community Service Learning: learners make a list of items e.g. shopping list and share with parents. Try and share simple requests in written format.
Suggested non-formal activity to support learning: learners practice making written requests to peers	Suggested Assessment: Write a short paragraph on a given thematic topic
Suggested Resources: Tape recorder, flash cards, sentence strips, books, pencils	

Suggested Formative Assessment and Rubric

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Learner <ul style="list-style-type: none"> always differentiates lower and upper case letters makes meaningful sentences by combining words learnt 	Learner <ul style="list-style-type: none"> differentiates lower and upper case letters makes meaningful sentences by combining words learnt 	Learner <ul style="list-style-type: none"> sometimes mixes lower and upper case letters makes meaningful sentences by combining words learnt with moderate assistance. 	Learner <ul style="list-style-type: none"> is inconsistent in use of lower and upper case letters in sentences combines words learnt and makes meaningful sentences with considerable assistance

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
4.0 WRITING	4.2 Spelling instruction 3 lessons	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> write an increasing number of words and spell them correctly spell words with short and long vowel sounds and consonant clusters use phonic knowledge to spell and write familiar and unfamiliar words 	<ul style="list-style-type: none"> Learners write newly learned words on a word tree Learner should be guided on the use of spelling strategies including knowledge of letter, sound correspondences, and common letter patterns Learners identify spelling errors in own writing or unknown texts and provide correct spelling(spacing, punctuation, and spelling) 	1) Why is it important to spell words correctly?

		<ul style="list-style-type: none"> d) use simple editing strategies to correct spelling in simple sentences e) appreciate the importance of correct spelling in writing 	<ul style="list-style-type: none"> • Learners practice spelling sight words • Learners participate in spelling challenge contest, individually, in pairs and groups 	
Core-Competence to be developed:				
Communication and collaboration: learners play spelling games				
Link to PCIs: Life skills: Skills of knowing and living with others - effective communication			Link to values: Respect, responsibility	
Links to other learning areas: All learning areas			Suggested Community Service Learning: learners practice spelling newly learned words in the community	
Suggested non-formal activity to support learning: learners engage in free writing activities in and out of class			Suggested assessment: learners participate in spelling challenge, dictation	
Suggested Resources: Flash cards, word trees, writing materials, stencil				

Suggested Formative Assessment and Rubric

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Learner <ul style="list-style-type: none"> • applies phonic knowledge to consistently spell words correctly. • effectively uses editing strategies to correct spelling in simple sentences 	Learner <ul style="list-style-type: none"> • applies phonic knowledge to spell most words correctly. • can use editing strategies to correct spelling in simple sentences 	Learner <ul style="list-style-type: none"> • applies phonic knowledge to spell some words correctly. • can use editing strategies to correct spelling in simple sentences with moderate assistance 	Learner <ul style="list-style-type: none"> • has difficulty applying phonic knowledge to spell words correctly. • has difficulty in using editing strategies to correct spelling in simple sentences

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
4.0 WRITING	4.3 Handwriting 3 lessons	By the end of the sub-strand, the learner should be able to: a) use conventional spacing between words b) use basic punctuation appropriately c) join letters to form meaningful words d) use capitalization appropriately e) appreciate the importance of clear and legible handwriting	<ul style="list-style-type: none"> • Learners use a variety of handwriting activities to practice letter patterns, word patterns, and sentence patterns • Learners observe and practice handwriting as is displayed • Learners engage in a variety of handwriting activities to improve their writing (capital and small letters, commas and full stop), in groups, pairs and individually • Learners participate in writing contests in class, at school • Learners write dictated sentences, paying attention to the spacing (between and within words), punctuation and legibility. 	1) Why should I write well?
<p>Core-Competence to be developed: Communication and collaboration: learners practice handwriting in pairs and groups Learning to learn: learners compare their writing with others and identify areas for improvement</p>				
Link to PCIs: Learner support programmes: Guidance and coaching- as they participate in activities such as writing contests			Link to values: Responsibility, respect	
Links to other learning areas: All learning areas			Suggested Community Service Learning: learners practice handwriting by communicating requests in written format	
Suggested Non-formal activity to support learning: learners practice handwriting in and out of class			Suggested assessment: teacher to provide a written text modelling good handwriting for the learners to copy in their book	
Suggested Resources: Books, pencils, crayons, word puzzles, story books				

Suggested Formative Assessment and Rubric

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
<p>Learner</p> <ul style="list-style-type: none"> perfectly shapes and spaces letters and words. applies rules of punctuation. neatly presents written work 	<p>Learner</p> <ul style="list-style-type: none"> shapes and spaces letters correctly applies rules of punctuation. writes legibly and neatly 	<p>Learner</p> <ul style="list-style-type: none"> shapes and spaces some letters and words correctly. sometimes punctuates appropriately presents fairly legible work. 	<p>Learner</p> <ul style="list-style-type: none"> Is inconsistent in shaping and spacing letters. Does not punctuate appropriately presents work that is not very legible.

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
4.0 WRITING	<p>4.4 Creative writing</p> <p>4 lessons</p>	<p>By the end of the sub-strand, the learner should be able to:</p> <ol style="list-style-type: none"> apply knowledge of creative writing process to write own texts write clearly with a variety in sentence structure, length, and pattern use appropriate connecting words to sequence sentences exhibit artistic expression through writing choose to write independently during free 	<ul style="list-style-type: none"> Learners are guided on the writing process through picture stories in scrapbooks/ journals (planning, drafting, edited, proofreading, publishing) Learners give feedback on their classmate's writing Learners practice sequencing sentences to form creative texts in pairs and groups Learners are provided with pictures as a trigger to creative writing Learners imagination could be stimulated through games e.g. 	<ol style="list-style-type: none"> How do we organize ideas to make a story interesting?

		choice activities	story train as a basis for writing, picture spark	
Core-Competence to be developed:				
Communication and collaboration: learners organize and write their thoughts in pairs and groups				
Creativity and critical thinking: learners look, think and write based on a given picture prompt				
Link to PCIs: Learner support programmes:Guidance and coaching- as they participate in activities such as creative writing contests			Link to values: Respect, unity, self-esteem	
Links to other learning areas: all learning areas			Suggested Community Service Learning: learners participate in creative writing competitions and practice writing for pleasure and enjoyment	
Suggested Non-formal activity to support learning: learners share withwriting with peers			Suggested assessment: Learners write a story based on a given picture story.	
Suggested Resources: Newspaper cutting, story maps, print materials, books, glue, scissors, sentence strips				

Suggested Formative Assessment and Rubric

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Learner <ul style="list-style-type: none"> Consistently presents ideas creatively is always comprehensible effectively makes use of learnt vocabulary to organize ideas consistently spells correctly. 	Learner <ul style="list-style-type: none"> presents ideas in logical order is generally comprehensible makes use of learnt vocabulary to organize ideas. Makes a few spelling mistakes 	Learner <ul style="list-style-type: none"> presents some ideas in their logical order is comprehensible some of the time makes use of some learnt vocabulary makes many spelling mistakes. 	Learner <ul style="list-style-type: none"> presents ideas haphazardly is incomprehensible makes major errors in punctuation makes numerous spelling mistakes